

Wallace Elementary/Middle

3643 Highway 9 West
Wallace, South Carolina 29596

Grades	PK-8 Elementary School	
Enrollment	375 Students	
Principal	Sequal L. Black	843-537-7493
Superintendent	Dr. David A. Sherbine	843-479-4016
Board Chair	Mr. Ronald B. Henegan	843-479-7838

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	48	63	5

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Good	No
2005	Below Average	Below Average	No

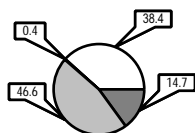
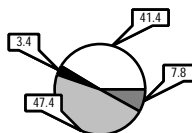
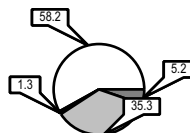
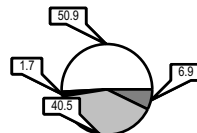
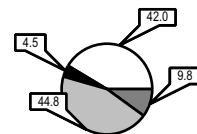
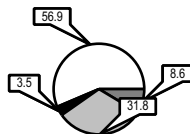
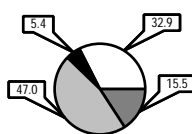
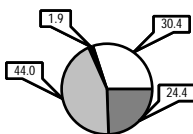
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	254	100.0	38.4	46.6	14.7	0.4	27.2	No	Yes
Gender									
Male	136	100.0	34.6	51.2	13.4	0.8	25.2		
Female	118	100.0	42.9	41.0	16.2	0.0	29.5		
Racial/Ethnic Group									
White	132	100.0	29.5	53.3	16.4	0.8	29.5	No	Yes
African American	114	100.0	48.0	40.2	11.8	0.0	22.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	216	100.0	32.1	51.0	16.3	0.5	30.6		
Disabled	38	100.0	72.2	22.2	5.6	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	254	100.0	38.4	46.6	14.7	0.4	27.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	100.0	38.4	46.6	14.7	0.4	27.2		
Socio-Economic Status									
Subsidized meals	194	100.0	42.1	42.7	14.6	0.6	27.0	No	Yes
Full-pay meals	60	100.0	25.9	59.3	14.8	0.0	27.8		

Mathematics – State Performance Objective = 36.7%									
All Students	254	100.0	41.4	47.4	7.8	3.4	22.8	No	Yes
Gender									
Male	136	100.0	35.4	52.0	7.9	4.7	25.2		
Female	118	100.0	48.6	41.9	7.6	1.9	20.0		
Racial/Ethnic Group									
White	132	100.0	37.7	50.0	9.0	3.3	23.8	No	Yes
African American	114	100.0	47.1	43.1	5.9	3.9	20.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	216	100.0	37.2	49.5	9.2	4.1	26.0		
Disabled	38	100.0	63.9	36.1	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	254	100.0	41.4	47.4	7.8	3.4	22.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	100.0	41.4	47.4	7.8	3.4	22.8		
Socio-Economic Status									
Subsidized meals	194	100.0	47.8	42.1	6.7	3.4	20.2	No	Yes
Full-pay meals	60	100.0	20.4	64.8	11.1	3.7	31.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	254	100.0	58.2	35.3	5.2	1.3	6.5
Gender							
Male	136	100.0	54.3	38.6	4.7	2.4	7.1
Female	118	100.0	62.9	31.4	5.7	0.0	5.7
Racial/Ethnic Group							
White	132	100.0	51.6	41.0	4.9	2.5	7.4
African American	114	100.0	66.7	28.4	4.9	0.0	4.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	216	100.0	54.6	37.8	6.1	1.5	7.7
Disabled	38	100.0	77.8	22.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	58.2	35.3	5.2	1.3	6.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	254	100.0	58.2	35.3	5.2	1.3	6.5
Socio-Economic Status							
Subsidized meals	194	100.0	60.1	33.7	4.5	1.7	6.2
Full-pay meals	60	100.0	51.9	40.7	7.4	0.0	7.4

Social Studies							
All Students	254	100.0	50.9	40.5	6.9	1.7	8.6
Gender							
Male	136	100.0	46.5	42.5	9.4	1.6	11.0
Female	118	100.0	56.2	38.1	3.8	1.9	5.7
Racial/Ethnic Group							
White	132	100.0	46.7	43.4	7.4	2.5	9.8
African American	114	100.0	54.9	37.3	6.9	1.0	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	216	100.0	46.4	43.4	8.2	2.0	10.2
Disabled	38	100.0	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	50.9	40.5	6.9	1.7	8.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	254	100.0	50.9	40.5	6.9	1.7	8.6
Socio-Economic Status							
Subsidized meals	194	100.0	51.7	41.0	5.1	2.2	7.3
Full-pay meals	60	100.0	48.1	38.9	13.0	0.0	13.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	40	97.5	34.2	26.3	36.8	2.6	39.5
	4	38	100.0	28.9	42.1	26.3	2.6	28.9
	5	47	100.0	20.0	64.4	15.6	N/A	15.6
	6	57	100.0	60.7	33.9	3.6	1.8	5.4
	7	49	100.0	53.2	42.6	4.3	N/A	4.3
	8	39	100.0	43.6	41.0	12.8	2.6	15.4
2005	3	49	100.0	20.5	45.5	31.8	2.3	34.1
	4	39	100.0	20.6	52.9	26.5	0.0	26.5
	5	34	100.0	32.4	50.0	17.6	0.0	17.6
	6	37	100.0	70.6	29.4	0.0	0.0	0.0
	7	52	100.0	46.8	46.8	6.4	0.0	6.4
	8	43	100.0	41.0	53.8	5.1	0.0	5.1
Mathematics								
2004	3	40	100.0	51.3	46.2	2.6	N/A	2.6
	4	38	100.0	21.1	60.5	10.5	7.9	18.4
	5	47	100.0	42.2	42.2	8.9	6.7	15.6
	6	57	100.0	39.3	46.4	10.7	3.6	14.3
	7	49	100.0	42.6	51.1	4.3	2.1	6.4
	8	39	100.0	51.3	41.0	7.7	N/A	7.7
2005	3	49	100.0	36.4	56.8	6.8	0.0	6.8
	4	39	100.0	29.4	52.9	14.7	2.9	17.6
	5	34	100.0	32.4	47.1	5.9	14.7	20.6
	6	37	100.0	67.6	26.5	2.9	2.9	5.9
	7	52	100.0	42.6	46.8	8.5	2.1	10.6
	8	43	100.0	41.0	51.3	7.7	0.0	7.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	49	100.0	59.1	40.9	0.0	0.0	0.0
	4	39	100.0	47.1	38.2	14.7	0.0	14.7
	5	34	100.0	64.7	32.4	0.0	2.9	2.9
	6	37	100.0	79.4	20.6	0.0	0.0	0.0
	7	52	100.0	53.2	36.2	8.5	2.1	10.6
	8	43	100.0	48.7	41.0	7.7	2.6	10.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	49	100.0	34.1	63.6	2.3	0.0	2.3
	4	39	100.0	11.8	52.9	23.5	11.8	35.3
	5	34	100.0	64.7	20.6	14.7	0.0	14.7
	6	37	100.0	82.4	17.6	0.0	0.0	0.0
	7	52	100.0	61.7	36.2	2.1	0.0	2.1
	8	43	100.0	51.3	46.2	2.6	0.0	2.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 375)				
First graders who attended full-day kindergarten	100.0%	Up from 60.6%	100.0%	100.0%
Retention rate	3.3%	Down from 4.6%	4.0%	3.0%
Attendance rate	95.2%	Down from 95.3%	96.2%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%	Down from 6.0%	4.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 5.6%	4.0%	3.2%
Eligible for gifted and talented	5.9%	Up from 4.6%	5.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Down from 11.5%	7.8%	8.2%
Older than usual for grade	4.3%	Up from 3.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	58.8%	Up from 56.7%	50.0%	52.6%
Continuing contract teachers	70.6%	Down from 86.7%	80.4%	83.3%
Highly qualified teachers	93.1%	Up from 78.3%	92.4%	93.5%
Teachers with emergency or provisional certificates	7.1%	Up from 3.6%	2.3%	0.0%
Teachers returning from previous year	89.7%	Down from 91.5%	83.8%	87.0%
Teacher attendance rate	94.2%	Up from 89.2%	94.9%	95.0%
Average teacher salary	\$40,196	Down 2.0%	\$40,390	\$41,703
Prof. development days/teacher	18.8 days	Down from 33.8 days	12.5 days	12.8 days
School				
Principal's years at school	7.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	11.7 to 1	Down from 15.2 to 1	17.3 to 1	18.8 to 1
Prime instructional time	87.6%	Up from 82.0%	89.2%	89.8%
Dollars spent per pupil*	\$6,510	Up 9.8%	\$6,883	\$6,242
Percent of expenditures for teacher salaries*	61.9%	Down from 65.3%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 87.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the year 2004-05, WEMS has had some outstanding accomplishments. One of our students was the Regional Winner of the Lt. Governor's Essay Contest while another was the winner of Governor's Citizenship Award. For the past two years, we have been awarded the Palmetto Star Gold and Silver Award. Due to a CSRD grant, we were able to improve the environment of the classrooms with new desks, paint jobs, and additional furniture to enhance the learning environment. With the assistance of our business partners, we were able to purchase new playground equipment, pave the student/parent parking lot, and have new fencing installed around BEARCAT Park. Our boys were the county Baseball champs this year and our girls' softball team was runner up. Our PACT scores showed a significant increase in the number of students in Math and Language Arts who scored in the Proficient and Advanced areas. There was also an increase in the number of students scoring at Basic in comparison to last year's total. For our Average Yearly Progress (AYP) for Title One we met 18 of the 19 objectives this year. All subgroups met their goal of decreasing those students doing poorly. We are encouraged by the growth and expect to see it continue. With the addition of our Integrated Thematic Instruction (ITI) grant, we have seen the discipline cut by half and our students showing more responsibility for their own behavior as they learn to use their life skills and lifelong guidelines on a daily basis. We believe that the coming year will be a great success at Wallace as we continue to offer challenging classes and use the life skills to apply to our daily lives.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	0	28	36
Percent satisfied with learning environment	N/R	60.7%	65.7%
Percent satisfied with social and physical environment	N/R	53.6%	57.1%
Percent satisfied with school-home relations	N/R	67.9%	61.8%

*Only students at the highest elementary school grade level at this school and their parents were included.